DOCUMENT RESUME

ED 388 342 JC 950 526

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TITLE Development of the SPRE Compliance Matrix for NMSU-Alamogordo.
PUB DATE May 95
NOTE 21p.; Paper presented at the Annual Conference of New Mexico Two-Year Colleges (6th, Ruidoso, NM, May 15-17, 1995). For more information on the IASP, see JC 950 525.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Improvement; Educational Objectives; Program Development; Program Effectiveness; Program Implementation; Self Evaluation (Groups); State Standards; Strategic Planning; *Teacher Participation; Two Year Colleges
IDENTIFIERS *New Mexico State University Alamogordo

ABSTRACT

In September 1994, the New Mexico Commission on Higher Education issued standards for the State Postsecondary Reporting Entity (SPRE). To comply with these standards, New Mexico State University-Alamogordo (NMSU-A) decided to use its Integrated Assessment and Strategic Planning (IASP) process, developed during a pre-accreditation self-study in 1993. To manage the increasing number of accountability requirements, the IASP committee established an Outcomes Committee to develop a SPRE compliance matrix. In developing the matrix, the Committee worked from five main goals: (1) develop an understandable matrix that would include all the standards and criteria the college faced; (2) research and develop ways to measure the effectiveness of student learning and success after the completion of a program; (3) develop a catalog of every external reporting requirement needing assessment; (4) analyze the cost of survey instruments; and (5) research and develop an effective method of measuring students' ability to complete programs. Problems encountered in developing the matrix included determining which standards may become serious issues, the cost/benefit ratio of periodically reviewing accountability standards, which standards are the most relevant for the college, and which institutional unit will be responsible for SPRE compliance. Now that the matrix has been developed, NMSU-A will need to compile other matrices for each institutional mission and purpose, implement a time-line for assessment, and design an internal audit system to ensure compliance with onsite reviews. (KP)

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ED 388 342

Development of the SPRE Compliance Matrix for NMSU-Alamogordo

by

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Paper presented at the
Sixth Annual Conference of New Mexico Two-Year Colleges
Faculty Development Conference
Ruidoso, New Mexico
May 15-17, 1995

(6th, Ruidosu, NM, May 15-17, 1995)

JC 950 526

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Development of the SPRE Compliance Matrix for NMSU-A

Discussion

The New Mexico Commission on Higher Education issued ***Final Draft Standards for SPRE*** in September 1994. Since then, NMSU-Alamogordo, a 2300 headcount branch community college of New Mexico State University has actively developed SPRE implementation strategies. We feel that the three-year-old **I**ntegrated **A**ssessment and Strategic **P**lanning (IASP) process is the best vehicle to comply with pending SPRE standards. IASP was developed during our NCA self-study. Presently, we are faced with multiple requirements of the Student Right-to-Know and Campus Security Act, the 1992 amendments to the Higher Education Act, the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1990 (Public Law 101-392), Title IV recertification requirements, and other external sources. These requirements and our own desire to assess and improve program offerings and student learning, propel our continued assessment efforts. The operation of IASP is described in the 1994 edition of ***A Collection of Papers on Self-Study and Institutional Improvement, "Using the Self-Study and Institutional Assessment to Facilitate Positive Institutional Change"*** (Leas & Lillibridge, 1994). The approach we used to modify IASP to meet changing needs at the college and the progress we have made using IASP to comply with SPRE and other accountability standards is described in ***SPRE and the NMSU-A Integrated Assessment and Strategic Planning (IASP) Process: What We've Learned and Where We're Going*** (Twomey, Lillibridge, Hawkins, & Reidlinger, 1995). This paper reports how we actually developed the SPRE Compliance Matrix. The SPRE Compliance Matrix was designed to help us determine if federal and state

accountability requirements are consistent with our mission and purposes. Because a major part of the SPRE standards deals with vocational programs, a small portion of our Carl Perkins grant served as the primary source of funding for the outcomes assessment project.

Motivation

New Mexico State University-Alamogordo is located in south central New Mexico. Alamogordo has a population base of 38,000 that is diverse and well-educated. Local military installations drive the economy. Because Alamogordo is distant from a major population area, many institutions in Otero County, including NMSU-Alamogordo, have chosen to lead the effort in doing things "right". One of the strengths at NMSU-Alamogordo is the flexibility of IASP to adjust to changing needs.

How does IASP fit into the SPRE Compliance Matrix?

Dealing with the increasing number of accountability requirements such as the SPRE Standards, we followed earlier successful and innovative patterns of managing changing issues. When increasing numbers of accountability standards became a major issue that confronted the college, the IASP Committee established an Outcomes Committee. The Outcomes Committee was tasked with the goal of creating a structured student outcome assessment program to comply with all external requirements.

How do we organize all of these requirements?

The Office of Institutional Effectiveness selected an Outcomes Assessment Coordinator to update the assessment matrixes that were the basis of the **Developing a Process for Improvement Through Assessment of a Two-Year Branch Community College** (Himebrook, Twomey, Beck, Flores, & Elliott, 1992). This report was the culmination of work done for the

NCA self-study. Another important tool was an AACC Special Report, ***Community Colleges: Core Indicators of Effectiveness*** (1994). Additional literature review was done to document other possible outcomes assessment approaches. A small resource library was established in the Office of Institutional Effectiveness which catalogued the myriad of papers, brochures, surveys, and models that have been collected over the years. The resource library is available to faculty and staff who may need help with their assessment projects.

What are our Mission, Goals, and Purposes?

Searching for a way to define its goals, the Outcomes Committee dealt with the following questions:

1. What could we do? The dream
2. What should we do? The accountability and reporting requirements
3. What do we really want to do? Ignore the requirements or comply for relevant and meaningful purposes
4. What can we do? Reality - money and time issue

The Outcomes Committee established its mission:

The mission of the Outcomes Committee of New Mexico State University Alamogordo is to develop a plan that meets a number of accountability standards which measure our students' success and satisfaction with NMSU-A after they have left the institution along with employers, transfer institutions, and community perceptions/needs of our students' education at NMSU-A.

Five goals were established, each with a purpose:

Goal One

The first goal of the Outcomes Committee was to set up an understandable matrix that collapsed the myriad of standards and criterion that NMSU-A faced. The standards included the

NCA Criterion Three, NMSU-A's mission and purposes, core indicators outlined in the AACC Special Report, ***Community Colleges: Core Indicators of Effectiveness*** (1994), and the New Mexico Commission on Higher Education Final Draft Standards for State Postsecondary Review Program-SPRE (1994). The purpose was to determine that the outcome assessments developed to meet SPRE were not in conflict with the mission and purposes of NMSU-A.

Goal Two

The second goal of the Outcomes Committee was to research and develop ways to measure the effectiveness of student learning and success after the completion of a program. We will measure employment success of graduates of our vocational training programs. We will measure the overall impact of the general education component of our degree programs and the resulting satisfaction of the transfer institution. We will measure the community's perceptions of the institution's success. The purpose is to determine the most efficient and effective way to measure satisfaction and success of NMSU-A's educational programs.

Goal Three

The third goal of the Outcomes Committee was to catalog every external reporting requirement that required some type of assessment. The purpose was to develop a comprehensive assessment plan that would reduce duplication of assessment efforts.

Goal Four

The fourth goal was to analyze the cost of survey instruments. This included a comparison of the cost of contracting student outcomes and employer assessments to an outside firm and the cost of developing surveys and conducting student outcomes assessment in-house. The purpose was to determine the most cost effective way to meet the goals of student outcomes

and employer assessments. This was very important given the limited resources at NMSU-Alamogordo.

Goal Five

The fifth goal of the Outcomes Committee was to research and develop an effective way of measuring a student's ability to complete a program (SPRE Standard Three) where appropriate. The purpose was to develop an institutional strategy to deal with the SPRE standard of a student's ability to successfully complete the educational program they chose. This is often referred to as "ability to benefit".

What kinds of assessments are currently being done?

After three years of operation, the pace of faculty assessment for IASP cycle was slowed. Currently, the faculty evaluation document includes an assessment component. The faculty will design one expanded and innovative assessment project each year. The linkage of the assessment of student academic achievement and faculty evaluation shows the importance NMSU-A places on assessment.

One goal of the Outcomes Committee was to inventory campus assessment efforts and needs. This effort was accomplished with extended interviews of program and division heads. (See Exhibit A-1 Questions). A two-page questionnaire was developed. (See Exhibit A-2 Assessment Survey). The purpose of the internal faculty and staff interviews was to catalog current assessments activities. We reviewed assessments that are required by federal and state licensing authorities and assessments that need to be conducted in the future.

A major area of concern is job placement of our students. The Outcomes Assessment Coordinator made the assumption that many program coordinators, working closely with students

and employers, should have detailed job placement information as required by SPRE Standard 15. The opportunity was taken during the interviews to determine if the program coordinators had access to job placement information.

The internal faculty and staff interviews also allowed us to gauge faculty support of our student outcomes assessment program, obtain faculty suggestions on the direction an outcome assessment plan should take, and to prepare the faculty for changes in higher education that are leading to greater accountability to the community they serve.

Evaluating the results of the internal faculty and staff interviews indicated that 52% of the faculty and staff have some type of advisory board, with all but one of the program coordinators in the vocational-technical area having an advisory board. 57% of faculty, including most in vocational technical programs, were aware of the comparative costs of their instructional area. SPRE Standards require related job placement information, local job market conditions, and statistical environmental scanning information. Information generated from the internal faculty and staff interviews suggests that the program advisory boards could serve as a focus group to provide some of this information.

How did we Develop the SPRE Compliance Matrix?

Initially, the development process of the SPRE Compliance Matrix centered on a literature review of tools that could help us summarize the various accountability standards into a more understandable matrix. We also studied the assessment program that was designed by an earlier assessment committee at NMSU-Alamogordo. This assessment program served as the foundation for the IASP process. Much of this work was rolled into the development of the SPRE Compliance Matrix. This made the development and writing process much more efficient and

cost effective. Exhibit B is a table listing the major categories of standards for the SPRE Compliance Matrix. Exhibit C-1 and C-2 is the SPRE Compliance Matrix.

Problems in Developing the Matrix

The problems the Outcomes Committee had during the development the SPRE Compliance Matrix revolved around:

1) Determining the point in time when we need to say, "These are the standards we are going to review." This is necessary because the accountability standards seem to constantly change.

2) Determining which standards may become serious issues in the future.

3) Determining the cost/benefit ratio of periodically reviewing accountability standards.

4) Determining which standards are the most relevant for the college.

5) Determining which institutional unit will be responsible for SPRE compliance.

What's Left to Do?

1) Using the SPRE Compliance Matrix as a guide, the Outcomes Committee needs to compile a matrix of appropriate outcomes for each mission and purpose of the college. We need to answer the following questions. What kind of measures and data sources do we need to achieve our mission and purposes and comply with other external reporting requirements? Are these outcomes currently being measured? Who is responsible for determining which measures and data sources should be used? Who implements the collection of the data? Who controls accumulated data? Are the measures and data sources related to the implementation schedule as outlined in the time line? How are we going to use the data?

2) As indicated earlier, an overall time line needs to be developed and implemented. From

the time line, the Outcome Committee's goal of developing a plan for a structured student outcome assessment program to comply with all external requirements can be finalized. A procedural manual can be developed and revised periodically to adjust to changing needs of the college.

3) Since a number of the accountability standards require onsite visits from the reviewing agencies, the Outcomes Committee needs to look at each onsite review and design an internal audit system to insure compliance. This should lessen the preparation time for faculty and staff when each onsite review is conducted

What's in the Future?

1) The SPRE Compliance Matrix should be reviewed periodically to determine if there have been significant changes in accountability requirements. The development of the SPRE Compliance Matrix was based on earlier work at NMSU-Alamogordo that resulted in the IASP process. Each review of our mission and purposes statement should be responsive to changing accountability requirements. This will save time and critically limited resources. It is important that future reviews are cost effective and relevant to the needs of the college.

Summary

The development of the SPRE Compliance Matrix, building on earlier successful efforts at NMSU-Alamogordo, has helped NMSU-Alamogordo to determine if daunting accountability requirements are consistent with its mission and purposes. This matrix has served as the basis for development for outcomes assessment data collection instruments, research questions, implementation schedules, and operating procedures according to ***SPRE and the NMSU-A Integrated Assessment and Strategic Planning (IASP) Process: What We've Learned and***

Where We're Going (Twomey, Lillibridge, Hawkins, & Reidlinger, 1994). From this matrix, an institutional assessment plan and subsequent procedural manual will be developed for the college. The purpose will be to make the assessment process efficient and effective, as unduplicated as possible, and relevant to the needs of the students, faculty, and staff. The ultimate goal is for the college to be accountable to the community and state it serves.

References

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Exhibit A-1

INTERNAL FACULTY & STAFF INTERVIEWS
CARL PERKINS STUDENT OUTCOMES ASSESSMENT TASK FORCE
CONDUCTED FALL, 1994
QUESTIONS

Conduct brief narrative on student outcomes assessment

1. Would you agree that we should measure our former students' satisfaction with NMSU-A?
Yes___ No___

Remarks_____

2. Do you have some questions related to outcome's assessment you would like to ask of your former students? Yes___ No___

Remarks_____

3. Are you aware of the changes in higher education that are leading to greater accountability and quantitative methods of evaluating effectiveness? Yes___ No___

Remarks_____

4. Are you required to make any reports to state and/or federal authorities? Yes___ No___

Remarks_____

5. Do you support a student outcome's assessment, not only talking to students & graduates who have been gone from NMSU-A for several years, but local employers for their attitudes our students' success?
Yes___ No___

Remarks_____

6. What would you like to see a student outcome's assessment accomplish?

_____

7. Would you prefer to do a student outcome's assessment under your direction or centralized under one area? Centralized___ Decentralized___

Remarks_____

Name_____
Department_____
Date_____ Interviewer_____

Exhibit A-2

ASSESSMENT SURVEY

NAME _____

CAMPUS PHONE _____

I. CURRENT ASSESSMENTS

If you have collected data in any of the following areas during the past year, please put an "X" by the appropriate item. (Data can include such things as evaluation documents, statistical information, correspondence, memos, etc.)

STUDENT PROGRESS

A.___Student Goal Attainment
B.___Student Persistence (Fall to Fall)
C.___Degree Completion Rates

CAREER PREPARATION

D.___Student Placement Rate in the Work Force
E.___Employer Assessment of Students

TRANSFER PREPARATION

F.___Number and Rate of Students Who Transfer
G.___Students' Performance After Transfer

DEVELOPMENTAL EDUCATION

H.___Student Success in Subsequent, Related Coursework
1.___Number enrolling who need remediation
2.___Number needing remediation who are served
3.___Followup comparison of achievement for students who undertake remediation with those who do not

GENERAL EDUCATION

I.___Demonstration of Critical Literacy Skills
J.___Demonstration of Citizenship Skills

CUSTOMIZED EDUCATION

K.___Client Assessment of Programs and Services

COMMUNITY DEVELOPMENT

L.___Responsiveness to Community Needs
M.___Participation Rate in Service Area

If you check any of the above items, please provide a brief summary of the nature of the data collected.

ITEM ___ _____

_____

_____

ITEM ___ _____

_____

_____

ITEM ___ _____

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ITEM ___ _____

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Please return to Institutional Research. For information and questions call Linda Hawkins, #3623, Monday-Wednesday, 9:00 am - 3:00 pm.

II. REQUIRED ASSESSMENTS BY FEDERAL/STATE/LICENSING AUTHORITIES

Please list any assessments you currently are doing that are required by organizations and institutions outside NMSU-A.

DESCRIPTION OF ASSESSMENT	MONTH REPORT DUE	REQUIRING AUTHORITY

Any additional information you can provide would be very helpful.

Part of the final draft standards for Postsecondary Institutions Review Program (SPRE) include detailed job placement information including available and projected jobs, job market conditions, actual annual earnings of employers related to program graduates; statistical information on long-term earnings; tuition/fee comparisons with similar institutions. We would appreciate your help with the following questions.

A. Do you have an industry-related advisory board? Yes___ No___

B. Do you know what the local and regional job market conditions are for your instructional area including the number of jobs available? Yes___ No___

C. Do you have know what the projected local and regional job market needs are for your instructional area? Yes___ No___

D. Do you know what the long-term earning projections are for your students in your program? Yes___ No___

E. Do you know what the comparative costs are of tuition and fees with similar institutions in the region for your program? Yes___ No___

F. Do you have statistical data on past performance of your program graduates such as:
- job placement rates Yes___ No___
- graduation rates Yes___ No___
- starting salaries Yes___ No___
- licensing examination pass rates Yes___ No___

III. PROPOSED ASSESSMENTS

If you have suggestions for assessments that you think would be useful to conduct at NMSU-A, please indicate those below.

Exhibit B

MAJOR CATEGORIES-SPRE COMPLIANCE MATRIX

NCA CRITERION THREE, "A GUIDE TO SELF-STUDY FOR COMMISSION EVALUATION", 1990-92

New Mexico State University-Alamogordo's Mission & Purposes

Core Indicators, AACC Special Report, "Community Colleges: Core Indicators of Effectiveness", 1994

New Mexico SPRE Standards, Final Draft Standards, September, 1994

NCA CRITERION THREE	NMSU-A'S MISSION & PURPOSES	AACC'S CORE INDICATORS	NEW MEXICO SPRE STANDARDS
A. Student Academic Achievement B. Student Development C. Program Quality D. Faculty Accomplishments E. Research and Development F. Public and Community Service G. Special Constituencies H. Institutional Climate	1. Comprehensive post-secondary education meeting lifelong educational needs 2. Quality education for transfer students 3. Technical/vocational courses & programs meeting occupational needs of community 4. Comprehensive developmental studies program 5. Recruitment, development, retention of competent personnel 6. Assessment of existing programs and purposes 7. Planning, implementation, assessment new programs 8. Financial support and distribution of funds 9. Compliance with statewide articulation 10. Coordination of branch/main campus programs, departments 11. Contribution to cultural activities by sharing resources 12. Community involvement/leadership on part of staff 13. Continued adaptive and versatile approach to meeting educational needs of area 14. Accessible and effective student services programs 15. Assistance to business, industry, governmental agencies 16. Intra campus coordination, communication, cooperation	(a) Student Goal Attainment (b) Persistence (Fall to Fall) (c) Degree Completion Rates (d) Placement Rate in the Work Force (e) Employer Assessment of Students (f) Number and Rate Who Transfer (g) Performance After Transfer (h) Success in Subsequent, Related Course work (I) Demonstration of Critical Literacy Skills (j) Demonstration of Citizenship Skills (k) Client Assessment of Programs and Services (l) Responsiveness to Community Needs (m) Participation Rate in Service Area	(1) Availability of Information (2) Accuracy of Information (3) Ability to Complete Program (4) Satisfactory Academic Progress (5) Maintenance of Records (6) Safety and Health Standards (7) Financial & Administrative Capacity (8) Institution Closure (9) Program Quality and Fees (10) Job and Licensing Information (11) Program Length (12) 600-Hour Programs (13) Institution Owners and Officers (14) Student Complaint Procedures (15) Advertising and Recruitment (16) Tuition Refund Policy (17) Program Success a. Completion/Graduation Rates b. Withdrawal Rates c. Placement Rates d. Pass Rates for Licensure Exams e. Student Enrollment Goals

SPRE COMPLIANCE MATRIX-Draft 8 3/21/95

Exhibit C-1

A - ACADEMIC ACHIEVEMENT	B - STUDENT DEVELOPMENT	C - PROGRAM QUALITY	D - FACULTY CONTRIBUTION
2. Education for Transfer Students *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records 3. Tech/Voc meeting Occupation Needs *(d) Placement Rate* *(e) Employer Assessment of students* (9) Program Quality and Fees (10) Job/Licensing Info (17) a. Completion Rates c. Placement Rates d. Pass Rates for Licensure Exams 4. Comprehensive Developmental Studies Program Basic Skill Acquisition Academic Deficiency *(h) Success/ Related Work* 3. Ability to Complete	1. Lifelong Educational Needs *(a) Student Goal Attainment* (17) e. Student Enrollment Goals *(m) Participation Rate in the Service Area* 14. Accessible & Effective Student Service Programs	1. Lifelong Educational Needs *(a) Student Goal Attainment* *(b) Persistence* *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates c. Placement Rates d. Pass/Licensure Rates 4. Comprehensive developmental studies *(h) Success in Subsequent Related Work* (3) Ability to Complete 6. Assessment of existing programs *(a) Student Goal Attainment* *(b) Persistence (Fall to Fall)* *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates c. Placement Rates d. Pass/Licensure Rates e. Student Enrollment Goals *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (4) Maintenance of Records *(h) Client Assessment/Programs* (9) Program Quality & Fees (10) Job and Licensing Information (11) Program Length (12) 600 Hour Program (14) Student Complaint Procedures (15) Advertising & Recruitment (16) Tuition Refund Policy 7. Plan, implement, assess new prgrms *(e) Employer Assessment of Students* (17) a. Completion Rates c. Placement Rates d. Pass/Licensure Rates e. Student Enrollment Goals *(l) Responsiveness to Community Goals* (17) a. Completion Rates 9. Statewide articulation goals *(f) Number & Rate Who Transfer* *(g) Performance after Transfer* (3) Ability to Complete (17) d. Pass/Licensure Rates 10. Coordination/main campus	5. Development/ Retention of Competent Personnel 11. Contribution to cultural activities by sharing resources *(m) Participation Rate in Service Area* 12. Community involvement/ leadership on part of the staff

E - RESEARCH & DEVELOPMENT	F - COMMUNITY RELATIONS	G - SPECIAL CONSTITUENCY	H - INSTITUTIONAL CLIMATE
6. Assessment of existing programs *(a) Student Goal Attainment* (17) e. Student Enrollment Goals *(b) Persistence (Fall to Fall)* (5) Maintenance of Records *(c) Degree Completion Rates* (17) a. Completion Rates b. Withdrawal Rates d. Pass/Licensure Rates *(d) Placement Rate in the Work Force* (17) c. Placement Rates *(e) Employer Assessment of Students* (17) d. Pass/Licensure Rates *(f) Number & Rate Who Transfer* *(g) Performance After Transfer* (3) Ability to Complete (5) Maintenance of Records *(h) Success, Subsequent, Related Course work* (3) Ability to complete *(k) Client Assessment of Programs & Services* (9) Program Quality & Fees (10) Job & Licensing Information (11) Program Length (12) 600 Hour Program (14) Student Complaint Procedures (15) Advertising & Recruitment (16) Tuition Refund Policy *(l) Responsiveness to Community Needs* *(m) Participation Rate In Service Area* 7. Plan, implement, assess new prgms *(e) Employer Assessment of Students* (17) a. Completion Rates c. Placement Rates d. Pass/Licensure Rates e. Student Enrollment Goals *(i) Demonstration of Critical Literacy Skills* *(j) Demonstration of Citizenship Skills* *(l) Responsiveness to Community Needs*	3. Tech/Voc meeting Occupational Needs Determine the needs *(h) Client Assessment of Programs* (9) Program Quality/ Fees (10) Job & Licensing Info (11) Program Length (15) Advertising & Recruitment 11. Contribution to cultural activities by sharing resources *(m) Participation Rate in Service Area* 12. Community involvement/ leadership on part of staff *(l) Responsiveness to Community Needs* 13. Adaptive approach meeting educational area needs *(k) Client Assessment/Programs* (9) Program Quality & Fees (17) e. Student Enrollment Goals *(l) Responsiveness to Community Needs* 15. Assistance to business, industry, governmental agencies Needed programs *(l) Responsiveness to Community Needs* Provided programs *(k) Client Assessment of Programs And Services*	4. Comprehensive developmental studies Deficiency *(h) Success in Subsequent Related work* (3) Ability to complete (4) Satisfactory academic progress *(k) Client Assessment/Programs* (10) Job and Licensing Information (11) Program Length (12) 600 Hour Program (15) Advertising & Recruitment (17) a. Completion Rates b. Placement Rates d. Pass/Licensure Rates e. Student Enroll Goals 13. Adaptive approach meeting educational area needs Satisfy different types *(l) Responsiveness to Community Needs* (17) e. Student Enrollment Goals	4. Comprehensive developmental studies Tutorial Support *(h) Success in Subsequent Related Work* (3) Ability to Complete (4) Satisfactory Academic Progress 5. Recruitment, development, retention of competent personnel 8. Financial support & distribution of funds (7) Financial & Administrative Capacity 10. Coordination of branch/main Campus programs, departments Visit branch Hiring practices Branch representation on Faculty Senate 16. Intra campus coordination, communication, cooperation Communication Committees